

Unit Title: *Un.4 The history of the airplane*

Lesson Title: *Revision of the unit*

<p>Curriculum Area (s):</p> <ul style="list-style-type: none">➤ To revise Past Simple and Past Continuous➤ To involve pupils in all four skills: Reading, Writing, Listening and Speaking➤ To promote collaboration, pair and group work➤ To involve pupils in narrating past events, writing a story, listening to songs and song lyrics.➤ To encourage students to collaborate, communicate and express themselves in a non-threatening and relaxing environment.	<p>Author:</p> <p>Katia Kazantzoglou</p>
<p>Grade Level: 6th grade 3rd Elementary School of Athens</p> <p>*It is a class of 18 children and I have been their teacher for 4 years.</p> <p>*It is their sixth year of English. Although they are not very fluent, they almost all (with the exception of three or four) can communicate effectively considering of course their age and language level.</p>	<p>Author Contact:</p> <p>smartiekaz@gmail.com</p>
<p>Time Required: 45' – 50'</p>	<p>Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i></p> <p>Grouping is flexible, according to the activities. The students work as a whole group, as partners and in three heterogeneous, mixed readiness groups of six, arranged by the teacher. (two very good Ss, one/two very weak).</p>

<p>Standards: <i>List the state or national standards that you are using in this unit/lesson.</i></p> <p><u>Level:</u> pre intermediate</p> <p>Common European Framework of Reference for Languages, CEFR: A2 – B1.</p>	
<p>Materials:</p> <ul style="list-style-type: none">* A worksheet with the song “<i>Jealous Guy</i>” by John Lennon.* CD player* 36 word cards (two for each), with one random but imaginative word on each. It is better if previous learned vocabulary is included. (e.g :a hot air balloon, a radioactive turtle, a funny monkey, a three-eyed alien, a hideous witch, etc).* Blank sheets of paper and crayons if needed.* Cut outs of a star and a heart for each student.	
<p>Overview: <i>What is the purpose of the lesson?</i></p> <p>During the previous lessons the students learned the use of past simple and past continuous and their differences. They also learned how to use some linking words in their writings.</p> <p>The purpose of the lesson is to revise, consolidate and expand these previously learned points by offering the students extended practice.</p>	

What and how will I differentiate? Content Process Product ?
 For readiness interest learning profile affect/learning environment combination.

According to readiness and learning profile, learning is differentiated in terms of:

1. **Process:** The song is a whole group activity and the Ss will fill in the words according to readiness. However, the weaker students will be supported by the stronger of the group. The same will happen in the word card activity. Moreover, the words on the cards are fairly easy so each student decide how complicated his/her sentence will be. The idea is to facilitate weaker students to feel confident and be involved in the whole process.
2. **Product:** The Ss work in groups and decide on the story and kind of product (comic strip or pantomime). The final project is a very creative way to accommodate most learning styles as they choose how to express themselves in accordance to the story.
3. **Learning environment :** Group sitting and working, routines that help Ss to get help by their partners/group members when teacher is not available, space to move and present their work.

The lesson also caters for all learning styles:
visual : fill in, story, cartoon / comic
kinesthetic : mime / skit
auditory : song, skit
 and for most kinds of intelligences.

As a result of this lesson/unit students will...

Learning Objectives/Expected Results:

<u>As a result of the lesson Ss will:</u>	<u>Bloom's taxonomy</u>
listen, identify, match, repeat (song)	know
recognize, locate (song) describe, relate (words-sentences)	understand
translate, apply, (song) organize, mime (sentences- story)	apply
compare, discuss, connect, solve (sentences –story)	analyze
debate, decide, conclude, choose (sentences –story)	evaluate
compose, imagine, create, role play and collaborate, in order to produce a project	create

Pre-Assessment (How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)

In the previous lesson the Ss wrote a 10 minute quiz on past tenses and linking words. That helped me clearly see where students needed extra help and practice, so accordingly design this follow up lesson.

Steps in the Lesson: Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc

Teacher does/says . . .	Students do/say . . .	Approximate Time
Welcomes Ss and shows the groups their seats, according to colours.(grouped in previous lessons).	Ss take their seats.	1 min.
Teacher does/says . .	Students do/say . . .	Approximate Time

Randomly hands out the word cards , explains and gives an example.

Each S must make a sentence combining the words given, using past simple and past continuous. They can help the weaker members of their group after they finish.

T goes around, giving feedback and at the same time assesses the Ss performance, gives guidelines and manages the class.

Ss follow the instructions.

8 - 10 min.

When Ss finish, T gives new instructions. Ss have to make a story combining their sentences, using linking words.
Then they should present it either with a comic strip or with miming it while reading it aloud.

Ss follow instructions, talk, decide how to write their story and collaborate in order to present it.

12 - 15 min .

Teacher applauds and thanks the teams	Ss present their story	10 - 12 min	
Hands out the song worksheet, giving instructions.	Ss get ready for the activity.	1 min	
Plays the song once Then invites pairs to talk with their partner about their questions. After playing the song for the second time T asks the Ss to say the correct words. In the end plays the song for the third time, inviting the Ss to sing along.	.Listen, fill in and then whoever needs help asks from their partners. They listen again, check for the correct answers and sing the song	15 min	
Closure Activity/Wrap up: The teacher hands out the stars and the hearts and asks from the Ss to write a STAR (something/s they liked on the star) and a WISH (something they would like to be done differently or something they wish)	Ss write on the back of the hand outs their opinion and give them back to the teacher.	3 min	

Post-Assessment: How will you use this data to inform your next learning experience?

I will observe the students while working in their groups, assessing their level of understanding and the areas most of the mistakes occur. I will also take into consideration the opinions of my students written on the stars and the hearts. Therefore, I will be able to focus on certain points and give additional explanation and practice in future lessons.

I will also monitor the time, and adjust future activities.

*Thank you
Katia Kazantzoglou.*

